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PRACTICAL GYMNASTICS.

German-American Gymnastics (Lee & Shepard, Boston). Posse, *The Special Kinesiology of Educational Gymnastics*. Happel, *Exercices du Corps*. Posse, *Handbook of Swedish Gymnastics*.

REPORTS, ESSAYS, PAMPHLETS.

Kroh, *Synopsis of the German System of Gymnastics; Therapeutics of Medico-Gymnastic Movements*. Kroh and Stecher, "Systems," *Proceedings*, Nat. Assn. for Adv. of Phys. Edu. Arnold, "Some Principles Which Guide Me in Teaching the German System of Gymnastics," *ibid.* *Northwestern Monthly*, July, '97 (physical child number). "Boston School Document No. 8," 1894. Posse, *The Necessity of Physical Education: Means of Introducing it into American Schools*. Enebuske, *Gymnastic Progression*. Kroh, "The German System," *Proceedings*, N. E. A., 1898; "Reiseberichte aus der Schweiz und Deutschland," *Nord Amerikanische Turnzeitung*, 1885; "Reports on Methods in Italy, Switzerland, Germany, Sweden, America, 1900." Manuals of school gymnastics, by Betz, Burger, Ballin, and others.

PLAYS AND GAMES.

Johnson, *Education through Play*. Kroh, "School and Field Games," *Mind and Body* and *Cook County Normal School Envelope*, 1893-99. *Gutsmuth's Spiele für Körper und Geist*. Schaefer, *Games for Schools and Gymnasia. 100 Gymnastic Games* (by alumni Boston Normal School of Gymnastics). "Games Popular with Georgia School Children," Report U. S. Commissioner of Education, 1894-95.

OUTDOOR GYMNASIUM AND PLAYGROUNDS.

Toanoff, *Educational Value of Children's Playgrounds*. Reports on Chicago, New York, and Boston playgrounds.

BATHS.

Report on Public Baths, by Mayor's Committee, New York city, 1897. "Report on Public and Industrial Baths in Europe," *Bulletin*, U. S. Department of Labor (includes twenty files of leading works on baths).

MAGAZINES.

The American Physical Educational Review. Mind and Body. Monatsschrift für das Turnwesen (Berlin). *Zeitschrift für Turnen und Jugendspiel* (Leipzig). *Zeitschrift für Schulgesundheitspflege* (Hamburg). *Association Boys* (edited by Gulick). Posse, *Journal of Gymnastics*. ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY.

FRENCH.

LORLEY A. ASHLÉMAN.

COURSES I AND II. THE PEDAGOGY OF TEACHING FRENCH.¹

THE discussions in these courses will be based upon a close observation of the child's life, and of his interest in his games,

¹ These courses are given as majors during the first and second terms, instead of minors during the second term, as was announced.

his study, and his recitations. The student will compare the results of his own observation with the conclusions reached in the general discussions.

For convenience, subjects of discussion have been grouped together.

Conditions.—The sense impressions: sight, sound, taste, smell, and touch. Visualization; comparison of two images.

Expression.—The function of expression is imaging. The relation of observation to expression. Use and limitations of painting, drawing, and modeling.

Writing: its function and place; technical treatment.

Reading: the function of reading in language study; its relation to observation; learning to read; technical treatment; the study of good reading matter selected from the course outlined below; objective language; subjective language; figurative language.

Study.—Notes of study. The purpose of study; essential conditions for study; the use and limitations of books in study; the personal element in study.

Recitation.—The purpose of the recitation; necessary preparation; the mutual relations of the class and the individual in recitation; the function of the teacher in recitation; general plan of the recitation; common errors.

Criticism.—The basis upon which a class should be judged; the basis upon which a teacher should be judged; the proper modes of testing pupils; results that may be taken as a trustworthy basis for judgment; moral aspects of the language study; formation of the individuality; general culture; freedom from prejudice; tolerance; broad-minded patriotism.

Home and school as places of activity.—Activities of plants and animals; the atmosphere; social relationship; relation of different nationalities; colonization; human development (history).

A COURSE OF STUDY IN FRENCH FOR THE GRADES.

DISCUSSION.

I. Should teachers study modern languages?

“The study of a language extends our acquaintance with human nature, broadens our horizon, by giving us new ideas and more independence in our judgment of nations.

“Familiarity with foreign literature tends to destroy national prejudice by unfolding, as sanctioned by enlightened communities, principles of conduct, morality, and politics, differing from those we have been accustomed to regard as exclusively correct; it guards us from attributing universally to human nature tastes, feelings, opinions, and motives of action which belong only to our age and country. It brings us nearer to truth, by the examina-

tion, in different lights, of the various departments of knowledge. In short, exemption from prejudice, tolerance and benevolence to all men, take the place of presumption, intolerance, and narrow-minded patriotism."—*Marcel*.

"Through the idiom of another tongue we are able to understand many ideas and sentiments conveyed by expressions for which there are no equivalents in the vernacular tongue."

It is well to be able to form our own ideas on nations and governments, instead of getting them with the prejudice, ignorance, and error which accompany translations. We do not consider enough how differently the same events are related and judged according to the nationality of the writer.

The language student wishing to give one not understanding the foreign tongue the different lights of another people in the various fields of science and literature must necessarily translate.

"Translation turns the attention to the nature and mechanism of language; and by the constant comparison of two idioms teaches general and particular grammar. Translation enriches the native vocabulary of the learner, and improves his power of composition in the national tongue, by practice in searching for native words and expressions to translate those of foreign authors. The close attention required in translation tends to engrave in the mind the subjects which foreign authors treat."

As depositories of thought languages are a strong auxiliary in the acquisition of useful knowledge. No physician, chemist, or engineer, no scientific man, in fact, can keep pace with the progress of science and art, who cannot avail himself of the discoveries and improvements made by other nations on the subjects relative to his pursuit. If, then, language study helps to the understanding of character, custom, and civilization of men, if it will aid the child in the understanding of general and particular grammar, if it will help the student to get different lights in the various fields of science, is it not important that children should be taught the modern languages, and that the languages should be taught in the best possible manner? Language study generally is such a feeble auxiliary in the acquisition of useful knowledge because it is not a strongly correlated part of the course of study; and just so long as the grade teacher does not understand the foreign tongue, the correlation must be artificial and a pretense. It is important that our pedagogic

students see the correlation of all our work. This is not possible if they have no conception of the foreign tongue. Language work to them is a subject entirely apart.

II. In what grade should the study of language begin?

French is generally so badly spoken because its study is begun too late. The younger the child begins the language, the more natural the method, the better the pronunciation—one of the great charms of the French language. Thus far, in the School of Education, foreign language work has begun in the third grade. Why is this grade chosen? Is there a good reason? The child plays, works with clay and wood, paints, and cooks when he first enters the school. Why should the French wait until he enters the third grade, and thus become in his mind a thing apart? Games, rounds, and songs are as natural to a child in one tongue as in the other. Often the mystery accompanying the new sounds gives even more interest to the game.

OUTLINE OF THE COURSE.

First grade.—Games, songs, rounds, play, and making of playhouse; luncheon.—1 ½ hours per week.

Second grade.—Games, rounds, songs; preparation and serving of luncheon; sewing; clay-modeling; blackboard writing by teacher last part of term.—2 hours per week.

Third grade.—Games, rounds, songs; games made from reading and writing; reading of simple stories; writing from memory of songs and games.—2 ½ hours per week.

Fourth grade.—Study of fruits in connection with the making of jellies; representation by children of grape-gathering in France, French carnival, French Christmas; songs for French festivals; songs dealing with home life; nationalities in Chicago—clothing and food; excursions to places in Chicago which bear relation to French history; French reading lessons on Marquette, La Salle, and Joliet relative to their stay in Chicago; representations by children of dramatic incidents connected with these French explorers.—2 ½ hours per week.

Fifth grade.—Conversation centering in preparation for luncheon; singing; grammatical text-books made from records of questions asked, and rules arrived at by explanations in third, fourth, and fifth grades; French explorations and settlements; animal life in connection with fur-trading; La Fontaine's fables; reading—extracts from lives of Marquette, La Salle, Joliet; Jesuit relations; Molière, *Le grand Dictionnaire de Cuisine*, d'Alexandre Dumas; representations by the children of dramatic incidents connected with French explorers.—2 ½ hours per week.

Sixth grade.—French patriotic songs; heroic tales of French patriotism; French Swiss life in mountains; La Fayette; Louis XVI. and Marie Antoinette; Versailles; current French history as recorded in French news-

papers of Montreal, New Orleans, Quebec; representation by children of dramatic incidents chosen from their reading.—1 ¼ hours per week.

Seventh grade.—French Crusades; Robert le Diable; Guillaume le Conquérant; Renaissance; reading Marguërite de Valois, François I.—1 ¼ hours per week.

Eighth grade.—Reading; histoire; La Gaule; Jeanne d'Arc; Michelet; extracts; Lamartine; Victor Hugo; representations of Les Mystères; de Joinville, Froissart; Les Troubadours—Richard Cœur de Lion; Bertrand de Born; Bertrand de Ventadour; Chanson de Roland; Le Saint Graal.—1 hour per week.

MODEL SCHOOL.

THE KINDERGARTEN.

BERTHA PAYNE AND MARY HOWELL.

THE work and play will be centered around the activities of home life, especially those that tend toward the securing and preparation of food. Some of the allied activities outside the home will be taken up. The children's attention will be directed to the production, transportation, and delivery of foods, chiefly fruits, vegetables, milk, and eggs. This will be begun by letting the children represent their own homes by building, and in other ways. As occasion demands, excursions will be made to a grocery store, a market garden, a farm, a dairy, and to the docks and freight houses.

History.—The homes of the children: Arrangement of rooms, furniture, and equipment of kitchen, pantry, and dining-room, fire making, and cooking. The grocery store, and its means of displaying, selling, and delivering of goods.

Geography.—The routes from homes to school, from the school to the park, to the lake, and to the car tracks, depots, and docks. Transportation of fruit, milk, and vegetables, by boat and train. The direction of the farm, the fruit orchards of Michigan, and the routes of boats coming loaded from Michigan.

The lakeshore and what is found there—sand, pebbles, and cobblestones. The pond in the park, and its shores, contrasted with the lake, the best place for sailing toy boats found.

Nature study.—This will be of the most informal character. Familiarity with many living creatures, interest in some of the less subtle of life processes, and an attitude of nurture and wonder will be the main things to be established. The children will be given something to do for the pets, and something to do with and for plants. The observation resulting from this working with live things will be used to carry the children farther in investigation.